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A FOLLOW-UP STUDY OF GRADUATES OF HOMER HIGH

SCHOOL, HOMER, ILLINOIS, FOR THE
YEARS 1955 THROUGH 1962

(TITLE)

BY

Virgil LeRoy Hudson
B.S. in Education, 1961
Eastern Illinois University

PLAN B PAPER

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1963

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE M.S. IN ED.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
CHAPTER	
I. INTRODUCTION	1
Purpose of the Study	2
Scope of the Study	3
Methods and Procedures	3
Limitations of the Study	4
Definition of Terms	6
II. GENERAL FINDINGS	7
Findings Related to the High School Program	12
Evaluation of High School Subject Areas	15
College Attendants	26
Non-College Respondents	36
III. CONCLUSIONS AND RECOMMENDATIONS	45
Conclusions	45
Recommendations	47
BIBLIOGRAPHY	49
APPENDIX	50

LIST OF TABLES

TABLE		Page
1.	Tabulation of Returns	7
2.	Rank in Class of Those Not Returning the Questionnaires .	9
3.	Respondents' Present Addresses	10
4.	Present Employment Status	11
5.	Program of Studies Followed in High School	13
6.	Evaluation of High School Preparation	14
7.	High School Course Most Valuable in Education Beyond High School	16
8.	High School Course of Least Value in Education After High School	17
9.	High School Course of Most Value in Present Occupation . .	18
10.	High School Course of Least Value in Present Occupation .	19
11.	Extent to Which Respondents Felt that High School Personnel Should Help Students to Solve Their Educational, Personal and Social Problems	21
12.	School Person Most Influential in Assisting Students to Make Decisions	21
13.	Students' Evaluation of the Courses Offered While Attending High School	23
14.	When Respondents Made The Decision on Their Life's Work .	24
15.	Respondents' Education Beyond High School	25
16.	Time Lapse Before Going to College	27
17.	College Attended	28
18.	Total Years Attended College	29
19.	Scholarships	30
20.	Reasons for Discontinuing Education	30

LIST OF TABLES (Continued)

TABLE	Page
21. How Well High School Education Prepared Students for College or Nurses Training	31
22. Type of Assistance Received in Planning for College	32
23. College Scholastic Record	33
24. Employment Since Leaving College or Other Training	34
25. Monthly Wage Rates, Before Deductions, for Persons Reporting to be Presently Employed Full Time	35
26. Classifications of Jobs of Respondents	37
27. Monthly Wages, Before Deductions, of Respondents	38
28. Number of Jobs Held by Respondents Since Graduation From High School	39
29. Time Lapse Between High School Graduation and First Job . .	40
30. How Respondents Obtained Their First Position	41
31. Additional Schooling After High School (Other Than College, Junior College or Nurses Training)	42
32. Extent Present Position is Like the Type of Work Expected	43
33. Help Received From High School in Preparing for First Job	44

CHAPTER I

INTRODUCTION

The village of Homer, Illinois is located in the southeastern part of Champaign County, and has a population of 1300. Homer is located on State Route 49 and the Wabash Railroad. It is ideally situated 20 miles from both Champaign and Danville. With the completion of the new interstate highway, commuting is easy to either city.

Due to the fact that Homer offers few employment opportunities for young adults, the town has not grown much in the last few years. Homer, like many small central Illinois communities, is a farming community. Approximately fifty percent of the residents are engaged in farming or are retired farmers living in the village. The remaining working population either commutes to Champaign or Danville, or some other nearby town. In the past few years, Homer has had many businesses fail, including a jewelry store, bakery store, clothing store, and theatre. This is due to the keen competition from the larger towns within easy driving distance of Homer. At the present time, the only clothing store is in the process of closing. The only establishments in Homer conducting much business are the two grocery stores and the garages and gasoline stations.

Homer High School has an enrollment of 105 students. The Homer Elementary School has 350 students. In the next few years the high school is expected to grow, but will not have the facilities to handle the students. Recently a bond issue proposing an addition to the present grade school building, which would also house some of the high school students, failed to pass. There is a possibility of consolidation with nearby Allerton-Broadlands-Longview High School in a few years if a building program is not initiated.

When a student graduates from Homer High School, how well has the high school done in preparing him for work, or has it prepared him at all for a place in society? Has the school given the student the training necessary to work in his chosen field? The writer's intention is to attempt to answer some of these questions and to reveal other important aspects about the school. A follow-up study of this nature can be a very valuable working tool for the school, the students, and the community, in that it obtains information from people who have experienced the various aspects of high school. The writer knows that a study of this nature cannot be completely accurate, but still it is one of the best ways in which to obtain reasonably reliable information.

Purpose of the Study

A follow-up study can serve many purposes for a school. Froehlich¹ states three purposes that a follow-up study should render. They are: (1) it gives the school an opportunity to evaluate the activities of the school, particularly to judge the curriculum of the school; (2) it evaluates the guidance program itself; and (3) it identifies those former pupils in need of further assistance from the school. Smith² defines a follow-up study as one that (1) gathers information about former pupils which will aid in evaluating curricular, co-curricular and guidance services, and (2) provides information concerning occupational areas in which former pupils have found satisfactory job placements. It was noted that many of the prominent men in the guidance field agreed with Froehlich and Smith as to what the purposes of a follow-up study should include.

¹Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), p. 21.

²Glenn E. Smith, Counseling in the Secondary School (New York: The Macmillan Company, 1955), p. 191.

The purposes of this follow-up study were: (1) to determine if the program at Homer High School is preparing its students for employment or further schooling; (2) to determine if former students received guidance services, even though a planned guidance program did not exist; (3) to obtain information that may be useful in evaluating the present curriculum; and (4) to determine the need of a guidance program.

This was the first follow-up study conducted at Homer High School. The best measure available previously was an occasional high school graduate visiting the school and discussing his present occupation and how the school had helped him. This is somewhat the same procedure used in the "rest-room" curriculum procedure.

As one can see, no reliable information has ever been presented by a large percentage of graduates. Consequently, it would seem that a study of this nature would be a valuable working tool for Homer High School.

Scope of the Study

Questionnaires were sent to all graduates of Homer High School for the years 1955 through 1962. A total of 180 questionnaires were mailed out. A total of 152 graduates cooperated in the study and returned the questionnaires, representing an 84 percent return. The specific breakdown of the number and percentage of replies by class and by sex may be found in Table 1.

This study consisted of only those students who graduated from Homer High School, and does not include those students who dropped out of high school before graduation.

Methods and Procedures

The writer spent much time reading books and periodicals by prominent authors in the field of guidance in an attempt to find out exactly what a

good follow-up study consisted of. Using the information obtained from the sources studied, the questionnaire found in the Appendix was developed. The following procedure was used in developing this questionnaire.

A list of questions pertaining to Homer High School graduates were written down. Upon completion of the list, the superintendent, principal, and many of the teachers were asked to read the questionnaire and offer comments or suggestions as to the appropriateness of the questions used. After their suggestions were incorporated, the questionnaire was prepared. An effort was made to make the questionnaire relatively simple, brief, and attractive in order to make its completion easier and to lighten the load of tabulations. An explanatory letter requesting the former student's cooperation and a self-addressed, stamped envelope were prepared to be sent with the questionnaire.

On December 3, 1962 the questionnaire, cover letter and envelope were sent to 142 graduates. Thirty-eight sets of questionnaires were personally delivered to residents of Homer on the same date.

On January 4, 1963 a postal card was sent to those graduates who failed to return the questionnaire, requesting them to either return the questionnaire if they had forgotten to, or to call or write for another copy if the original had been misplaced. Telephone calls were made to those graduates still living in or near Homer.

Limitations of the Study

In a study of this nature, consideration must be given to several limitations in order to interpret the results.

One of the first and most important limitations is the percentage of graduates who completed and returned the questionnaires. Unless 100 percent of the graduates complete and return the questionnaire, one can never be certain that the data gathered from less than the 100 percent is the same as

it would have been if all of the graduates had responded. Even though this study had a high percentage of returns (84 percent), it must be kept in mind that the study could have been altered somewhat if the other 16 percent had completed the questionnaire. One must bear in mind when interpreting the results that the information may not be an exact indication of the status of each of the graduating classes.

A second limitation concerns the question of value. It must be borne in mind that when one is asked to state how he feels about a particular aspect of his high school education, he expresses an opinion held by only one individual--himself. Other individuals may share in a particular opinion, thereby leading one to believe that the opinion is widely held. However, frequently the value of a certain aspect of the high school program to a single individual is just as great in importance as those aspects of the program that receive relatively few votes are to a larger majority of those casting votes. Since the study is concerned with each individual student as well as the entire student body as a whole, certain aspects of the high school program may be justified, even though a minority of the graduates feel that they were directly benefitted by such phases of the program.

A third limitation concerns the merits of an individual answer to the items on the questionnaire. Sometimes one may put an answer down knowing that this is the answer that is probably wanted and not necessarily the answer he wants to put down. Of course this would make the results less valid in this case. Also a question may be answered with emotion at the moment and this response will not be a true indicator of the feelings of the graduates.

Definition of Terms

In all cases, except where noted, figures are percents of the number of respondents who answered the specific question. All percentages have been rounded to the nearest whole percent and will, therefore, not always add up to one hundred.

When using rank in class as a measure, the writer has not used a rank such as the top 10 percent of the graduating class, but rather has used a statement such as the top 10 in rank in class in their graduating class. This is due to the fact that many of the classes had so few graduates that if one were to use the top 10 percent of the graduating class, this would include, in many cases, only 2 students.

The term, "graduates who have attended college," includes those graduates of Homer High School who attended a college, university, a junior college, or a three year nursing school for at least one complete term or more.

The term, "graduates who have not attended college," includes graduates of Homer High School who have not attended a college, university, a junior college, or a three year nursing school for at least one term. This group does include, though, students who went on to a trade school, technical school, business school, or other training of this nature.

CHAPTER II

GENERAL FINDINGS

A series of tables were developed from the answers obtained to the various questions on the questionnaire. The first series of tables which follow have to do with all 152 graduates returning the questionnaires. Later in the paper the graduates who went on to gain higher education and those who did not will be studied individually.

Table 1 indicates the number of questionnaires sent and the number and percent of those returned. The table includes questionnaires received prior to February 1, 1963, the last date on which a questionnaire was received.

TABLE 1
TABULATION OF RETURNS

Year of Graduation	Number of Questionnaires Sent	Number of Questionnaires Returned	Percent of Questionnaires Returned	Returns			
				Female #	%	Male #	%
1955	17	12	70	5	41	7	59
1956	24	20	83	7	35	13	65
1957	21	20	95	11	55	9	45
1958	20	16	80	6	38	10	62
1959	18	16	88	9	56	7	44
1960	29	22	76	14	63	8	37
1961	30	27	90	12	44	15	56
1962	21	19	90	8	42	11	58
TOTALS	180	152	84	72	48	80	52

Although Table 1 indicates the total number of questionnaires returned were 152, two of the questionnaires were unusable, and thus the paper will deal with the 150 which were properly completed. As a 60 to 70 percent return on questionnaires is considered good in educational studies, the 84 percent return received on this questionnaire was very gratifying. As shown by Table 1, each class attained that percentage or better. In one study on questionnaires, the returns from a large number of different investigations were as follows: 170 master's thesis at Indiana State Teachers College, 71.74 percent; 204 doctoral dissertations at Teachers College, Columbia University, 70.65 percent; and 59 research studies reported in the Journal of Educational Research, 80.71 percent.³

The class of 1957 showed the greatest return with 95 percent of the class returning their questionnaires, while the class of 1955 had the least return with 70 percent. The writer's belief is that the reason for such a good return was due to the size of each graduating class and the small size of the high school. In a small high school, it is possible to have closer relationships with the students than in the larger high school, thus establishing a greater degree of cooperativeness after graduation.

Table 2 shows the rank in class of those not returning questionnaires. Seventy-one percent of those who did not return their questionnaire were in the lower half of their graduating class. Of those in the upper half of their graduating class who did not reply, only one was in the top quarter. There were fourteen of the twenty from the lower half who did not return their questionnaire who were in the very lowest quarter of their graduating class.

³Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 627.

Exactly 50 percent of those not returning questionnaires were in the lowest quarter of their graduating class. There were 14 males and 14 females who did not respond.

These findings follow the same general pattern of other studies. Students who are in the lower half of their graduating class continue to follow the same attitudes they had in high school -- of not doing the very best job when something is asked of them. It is important to obtain returns from these students to see what their attitudes are and some of the reasons they have for these attitudes.

TABLE 2
RANK IN CLASS OF THOSE NOT RETURNING
THE QUESTIONNAIRES

Year of Graduation	Number Not Returning Questionnaire			Percent Not Returning Questionnaire	Rank in Class by Quarters Of Those Not Returning Questionnaire			
	Total	Male	Female		Top	2nd	3rd	4th
1955	5	2	3	30	0	2	2	1
1956	4	1	3	17	0	0	1	3
1957	1	0	1	5	0	0	0	1
1958	4	2	2	20	0	1	1	2
1959	2	1	1	12	0	0	0	2
1960	7	4	3	24	0	2	2	3
1961	3	2	1	10	1	1	0	1
1962	2	1	1	10	0	1	0	1
TOTALS	28	14	14		1	7	6	14

Table 3 was developed to show the residence of those replying to the questionnaire. In this table, graduates who were attending college or were in the military service were listed by service or college addresses. This might have some bearing on the accuracy of the findings in this table.

TABLE 3
RESPONDENTS' PRESENT ADDRESSES

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS	
									NUMBER	PERCENT
Homer	2	10	7	3	5	9	14	13	63	42
Illinois, other than Homer	9	7	7	10	10	11	10	5	69	46
Out-of-state	1	3	5	3	1	2	2	1	18	12
TOTALS	12	20	19	16	16	22	26	19	150	100%

As can be noted in Table 3, forty-two percent of the graduates for the eight years studied still live in Homer, and an additional 46 percent live in other towns and cities in Illinois. The remaining 12 percent live out-of-state. The writer believes the graduates from 1955 through 1958 signify the typical mobility of graduates from Homer High School. If one examines only these four years, it is found that 22, or 26 percent, of the graduates still live in Homer. On the other hand, 45, or 55 percent, of those returning questionnaires live in other towns or cities in Illinois or out-of-state. If one were to examine the years 1958 through 1962, almost 50 percent still remain in Homer. It is the writer's belief that the conclusion which may be drawn from this table is that the students tend to leave Homer for better employment once they have graduated from schools of higher learning. The majority of the students who remain in Homer work on farms. This finding

would affirm the fact that job opportunities in Homer are limited for young adults.

In examining the years lived in Homer after high school graduation, it was found that 35 percent lived in Homer less than one year after graduation, 20 percent lived in Homer over one year but less than three years, 9 percent lived in Homer three or more years before moving, and 36 percent live in Homer still. College and service addresses in this case increased the percentage of those living in Homer less than one year. Again by examining the years from 1955 to 1958, it can be found that of the total of 67 graduates for those four years, only 18 still live in Homer, which again points out that once the student has been out of high school for a length of time he leaves Homer for better opportunities elsewhere.

Approximately 64 percent of the graduates reported being married, and 36 percent were single. Only one graduate reported being divorced. Of the married graduates, 38 percent had one or more children and 62 percent had no children.

TABLE 4
PRESENT EMPLOYMENT STATUS

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS	
									NUMBER	PERCENT
Employed full-time	8	17	11	7	7	9	16	8	83	55
Unemployed	2	2	5	3	4	7	3	0	26	17
In military service	0	1	2	2	1	3	0	1	10	7
In school	2	0	1	4	3	3	4	10	27	18
Other	0	0	0	0	1	0	3	0	4	3
TOTALS	12	20	19	16	16	22	26	19	150	100%

Of the 82, or 55 percent, in Table 4 who reported being employed full-time, 11 reported being self-employed. Of the 26, or 17 percent, who reported being unemployed, all were housewives. Of the 4 marked "other" on the questionnaire, all reported being employed part-time.

Table 4 shows that only 18 percent of the graduates returning the questionnaire are still attending college.

It was surprising to note that the largest number reporting to be unemployed (all housewives) was in 1960, whereas one would normally expect the largest number to be from an earlier graduating class. These figures emphasize the obvious importance of preparing girls for the role of housewife and consumer.

Of the total of 94 men graduates for the eight year period studied, 21 reported either presently being in the service or as having been in the service at one time. Table 4 indicates that 10 are presently serving in the military service. This would mean that 22 percent of the men graduates for the eight year period studied have fulfilled or are presently fulfilling their service obligation.

Findings Related to the High School Program

One of the important objectives of this follow-up study, as stated in the purpose of the study, was "to determine if the program at Homer High School is preparing its students for employment or further schooling." The information in the section which follows represents the feelings and attitudes of the graduates toward the education program at Homer High School.

TABLE 5
PROGRAM OF STUDIES FOLLOWED IN HIGH SCHOOL

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS	
									NUMBER	PERCENT
College Preparatory	5	4	7	7	6	7	8	8	52	35
Secretarial, stenographic, or clerical	2	8	6	3	7	6	7	7	46	31
No specific course of study	3	6	3	3	1	7	9	4	36	24
Agriculture	0	1	1	1	1	1	1	0	6	4
Industrial Arts	2	1	1	2	0	0	0	0	6	4
Home Economics	0	0	1	0	1	1	1	0	4	2
TOTALS	12	20	19	16	16	22	26	19	150	100%

Table 5 indicates that 35 percent of the respondents enrolled in college preparatory courses, although it will be pointed out later in the paper that 45 percent of the respondents actually went on to college or other higher education. Another 31 percent took secretarial, stenographic, and clerical courses. Twenty-four percent reported enrolling in no specific course of study. Agriculture and Industrial Arts each accounted for only 4 percent of the students, and Home Economics only enrolled 2 percent.

Overall, almost 25 percent of the respondents admitted taking "no specific course of study" while in high school. These may be the students who could have benefitted from individual guidance in the selection of courses during their high school careers.

TABLE 6
EVALUATION OF HIGH SCHOOL PREPARATION

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	INCOMPLETE
Specific vocational skills	14	108	27	1
How to get along with people	24	107	19	
How to study skills	7	81	61	1
How to take responsibility	35	101	14	
What your abilities are	16	103	31	
Dependability and punctuality	28	116	6	
Interest in and desire for continued learning	38	83	29	

In Table 6 the responses are shown to the request on the questionnaire to tell how well the respondent thought Homer High School did in teaching the listed characteristics.

The answers given were a good indication that the students seriously considered the high school preparation as being "average," since only one each marked every answer "above average" or "below average." Sixteen students indicated "average" as an answer to all seven items.

The respondents showed a strong satisfaction with the way in which Homer High School helped them to develop the following areas: how to get along with people, how to take responsibility, and how to be dependable and punctual. As stated earlier, the smaller the school, the closer knit the student body tends to be. This would indicate the school is doing a very good job in aiding the students in the above three areas.

The graduates were more critical of their development in the areas of specific vocational skills, learning what their abilities were, interest in and desire for continued learning, and how to study skills.

The information pointed out in the section of strong satisfaction shows the outstanding job the teachers and administrators are doing in impressing on the students the importance of these characteristics. On the other hand, those areas in which the graduates were critical indicate a need for more individual counseling of students. These are the areas in which guidance services can serve a very important purpose. Homer High School has seen the need of guidance services and for the past two years has had a half-time counselor on the staff.

Evaluation of High School Subject Areas

Question 32 on the section of the questionnaire for graduates who attended college asked respondents to show which one of the listed high school subject areas had been the most helpful to them in their education beyond high school. They were also asked to check the one subject area they considered to have been of the least help in their advanced education. Tables 7 and 8 show their answers to these two questions.

Table 7, which follows, indicates that the respondents in 25 percent of the answers listed "no one subject area" as the answer to the question of which high school course was of the most value to them in their education beyond high school. English ranked high in the list, and gained another 25 percent of the votes. Mathematics and science each received the next highest ratings as being of value.

TABLE 7
HIGH SCHOOL COURSE MOST VALUABLE IN
EDUCATION BEYOND HIGH SCHOOL

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS
Physical Education	1	0	0	0	0	0	1	0	2
Agriculture	0	0	1	1	0	0	1	1	4
Music	0	0	0	0	0	0	0	0	0
English	1	2	2	2	1	3	2	3	16
History	0	0	1	1	0	0	2	1	5
Business Education	0	5	1	0	0	0	0	0	6
Foreign Language	0	0	0	0	0	0	0	0	0
Mathematics	0	1	1	1	1	2	0	2	8
Science	2	0	0	0	4	1	1	0	8
Industrial Arts	0	0	0	1	0	0	0	0	1
Home Economics	0	0	0	0	0	0	0	0	0
No one subject	0	3	1	4	2	1	3	3	17
TOTALS	4	11	7	10	8	7	10	10	67

TABLE 8
HIGH SCHOOL COURSE OF LEAST VALUE IN
EDUCATION AFTER HIGH SCHOOL

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS
Physical Education	0	2	0	1	0	1	2	1	7
Agriculture	1	0	1	0	1	1	1	2	7
Music	1	0	0	2	0	1	2	1	7
English	0	0	0	0	2	0	1	2	5
History	0	1	2	1	1	1	1	0	7
Business Education	0	0	0	0	0	0	0	0	0
Foreign Language	0	0	1	1	0	0	0	0	2
Mathematics	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0
Industrial Arts	0	1	0	1	2	0	0	1	5
Home Economics	0	0	0	0	1	0	0	0	1
No one subject	2	7	3	4	1	3	3	3	26
TOTALS	4	11	7	10	8	7	10	10	67

As in Table 7, Table 8 indicates that a high percentage of the respondents chose no one subject as their answer to the question concerning the high school course of least value in education after high school. Thirty-eight percent of the respondents indicated "no one subject" as having been of least value. Elective courses, such as agriculture, music and industrial arts rated high as having been of least value.

A similar question was asked of the graduates who did not go on to school after high school graduation. These respondents were asked to check

the subject area which they had found to be most helpful to them in their present occupation as well as the subject which was of least value to them in their present occupation. Their choices may be found in Tables 9 and 10, which follow.

TABLE 9
HIGH SCHOOL COURSE OF MOST VALUE
IN PRESENT OCCUPATION

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS
Physical Education	0	0	0	0	0	0	0	0	0
Agriculture	1	0	0	0	0	1	1	0	3
Music	0	0	0	0	0	0	0	0	0
English	0	1	1	0	1	2	1	0	6
History	0	0	0	0	0	0	0	0	0
Business Education	2	2	3	3	3	4	7	5	29
Foreign Language	0	0	0	0	0	0	0	0	0
Mathematics	1	0	3	0	0	6	2	1	13
Science	0	0	0	0	0	0	1	1	2
Industrial Arts	2	0	0	1	0	0	0	0	3
Home Economics	1	1	1	2	0	0	0	0	5
No one subject	2	3	2	1	3	0	2	2	15
No answer	0	1	1	0	1	3	1	0	7
TOTALS	9	8	11	7	8	16	15	9	83

TABLE 10
HIGH SCHOOL COURSE OF LEAST VALUE
IN PRESENT OCCUPATION

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS
Physical Education	2	0	0	0	1	3	3	0	9
Agriculture	0	1	0	0	0	1	0	0	2
Music	0	1	1	2	1	0	4	0	9
English	0	0	0	0	0	0	0	0	0
History	2	1	2	1	0	2	1	0	9
Business Education	0	0	0	0	0	0	0	0	0
Foreign Language	0	1	0	0	0	0	0	1	2
Mathematics	0	0	0	0	0	0	0	1	1
Science	0	0	1	0	1	0	0	2	4
Industrial Arts	0	0	0	0	0	1	0	0	1
Home Economics	0	0	0	0	0	0	0	0	0
No one subject	4	4	5	4	5	5	6	6	39
No answer	0	1	1	0	1	3	1	0	7
TOTALS	8	10	10	7	9	15	15	9	83

In Table 9, twenty-six percent of the respondents either gave no answer or indicated that no one subject was of the most value to them in their occupation. Business education and mathematics both received many indications as being of great value, possibly because most of those presently engaged in clerical occupations use both of these fields often in their daily work.

Table 10 indicates that 55 percent felt that either no one area had been of the least value to them in their occupation, or gave no answer to the question. Again, elective areas ranked high among those of least value.

The students presently working and those presently attending college evaluated differently the courses of most value to them. Of the college group, 20 percent identified English as the most helpful in contrast to the 7 percent in the working group who chose this area. Business education, on the other hand, was chosen as the most helpful area by 35 percent of the working group, but was designated by only 9 percent of the college group as being of the most value to them.

It might be interesting to note that 18 percent of the working group and 25 percent of the college group listed no one subject as the most important.

As the subject areas were undoubtedly evaluated on the basis of immediate value by the respondents, the differences in the evaluation of English and of business education courses might be expected. English is an important field in college work, and business courses provide direct training for occupations.

Table 11, which follows, strongly indicates that students are greatly in favor of assistance from the high school in educational and vocational planning. Respondents, on the other hand, indicated that help in the areas of personal and social problems was less important.

TABLE 11

EXTENT TO WHICH RESPONDENTS FELT THAT HIGH SCHOOL
PERSONNEL SHOULD HELP STUDENTS TO SOLVE THEIR
EDUCATIONAL, PERSONAL AND SOCIAL PROBLEMS

	Not Any	Very Little	Some	Much	Very Much	No Answer
Educational Problems	4	1	16	24	109	
Vocational Problems	2	2	35	50	60	
Personal Problems	13	32	81	17	5	
Social Problems	11	27	89	17	8	
TOTALS	30	62	221	108	182	3

TABLE 12

SCHOOL PERSON MOST INFLUENTIAL IN
ASSISTING STUDENTS TO MAKE DECISIONS

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS
Superintendent	0	7	2	2	6	3	0	0	20
Principal	0	2	0	1	1	2	2	12	20
Teacher	6	4	7	7	5	10	11	1	51
Coach	2	1	0	0	0	2	4	0	9
Counselor (1962 only)	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0
No one person was of most influence	4	6	10	6	4	5	9	6	50
TOTALS	12	20	19	16	16	22	26	19	150

Table 12 indicates that about one-third of the respondents thought that no one person influenced them in making decisions. This might indicate that Homer High School has maintained a good teaching staff that not only teaches but also lends assistance to the pupils. The respondents who designated certain teachers named teachers in the various fields and no one field in particular. It should be noted that the total indicating coach as being influential was low. Actually this should probably be higher due to the fact that many coaches also appear under the classification of superintendent, principal and teacher, since the coaching staff is taken from these areas. In addition, it might be noted that in 1962, 12 students or 57 percent marked principal as the person influencing them the most. The principal for 1962 was a former teacher and coach on the staff before becoming principal.

Only graduates of the year 1962 were able to benefit from the present services of the counselor. Since the guidance program was new, the graduates for 1962 indicated no assistance was gained from the guidance program. This might be due to the fact that the guidance counselor was an "outsider" the first year.

In future years the counselor may become a more important person in high school to whom the students may go to help them in making decisions. However, the role of the classroom teacher as a person of influence will continue to remain an important one.

TABLE 13
STUDENTS' EVALUATION OF THE COURSES
OFFERED WHILE ATTENDING HIGH SCHOOL

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS
Good selection of courses	2	6	3	9	5	13	14	13	65
Too many required courses	1	0	2	1	1	2	1	1	9
Not enough required courses	4	4	7	3	2	3	7	3	33
Other	5	10	7	3	8	4	3	2	42
No answer	0	0	0	0	0	0	1	0	1
TOTALS	12	20	19	16	16	22	26	19	150

A total of 65 students, or 43 percent, felt that there was a good selection of courses offered while they were students in Homer High School. The largest number giving this answer was from 1960 to 1962, or 50 percent, which might indicate that improvements had been made prior to these years in the curriculum. None of the respondents felt that too many courses were required, and 22 percent felt that not enough courses were required. Of those giving "other" as a response, poor selection led the list of reasons, with 22 giving this indication. Nine pointed out the necessity of having foreign language. Since 1959, foreign languages have been offered at Homer High School. Two felt that more mathematics and science should be offered, 2 wanted more industrial arts courses, and one each indicated a need for more business courses, more technical courses, more advanced courses, more specialized subjects, and more liberal arts courses. One pointed out that

there were conflicts in course offerings, and one thought that chemistry and physics should be offered each year instead of alternating years.

TABLE 14
WHEN RESPONDENTS MADE THE DECISION
ON THEIR LIFE'S WORK

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS
Still undecided	0	1	5	4	2	6	7	6	31
Before entering high school	3	3	3	0	1	0	0	2	12
During high school	3	5	5	6	6	10	9	10	54
Since leaving high school and before entering present job	2	6	1	2	3	1	6	1	22
While on present job	1	4	2	1	1	2	2	0	13
While in college or other institution of higher learning	3	1	2	3	3	1	2	0	15
Other	0	0	1	0	0	2	0	0	3
TOTALS	12	20	19	16	16	22	26	19	150

Thirty-six percent of the graduates indicated their decision was made on their life's work during high school. Another 37 percent indicated they either were still undecided about what they wanted to do or had made the decision since leaving high school and before entering their present job. This would strongly indicate a need for more vocational planning while in high school. Since Homer High School did not have a guidance counselor during these years, with the exception of 1962, it might indicate the guidance program could be of great assistance in this field in the future.

TABLE 15
RESPONDENTS' EDUCATION BEYOND
HIGH SCHOOL

	Now Attending	Have Attended	Received Degree or Certificate
Four-year college or university	25	24	12
Two-year junior college	1	2	0
Three-year nurses training	2	1	1
Technical school	0	3	3
Business school	1	6	4
Adult evening school	0	6	1
Trade school	5	7	5
Armed Forces school	5	3	3
Other	1	1	2
TOTALS	40	53	31

In response to the question on how much education beyond high school they had had, 27 percent of the respondents indicated that they were not taking courses. Another 35 percent indicated that they had gained some higher education, but of this number only 58 percent received a degree or certificate. Another 38 percent indicated that they had had no education beyond high school.

It can be seen then that approximately one-third of the respondents are or have been enrolled in a four-year college or university. Of those who attended college prior to 1957, 50 percent received a degree.

College Attendants

This section of the paper will be devoted to statistics concerning the 67 students, or 45 percent of the respondents, who went on to college, junior college or nursing school from the eight graduating classes being studied.

Fifty-seven percent of the students (38) who went on to seek higher education graduated among the top 10 in their high school graduating classes. The remaining 29 students, or 43 percent, were ranked between 11 and 29 in their high school graduating classes, with 19 falling in the 11-15 rank and 10 in the 16-29 rank group.

Of the total of 67 who went on to seek higher education, 27 are still enrolled in school, and 14 have completed their education, giving a total of 41 either still in school or having completed their education. Thus 61 percent of those who began college either remained or graduated. Of these 41, 24 ranked in the top 10 in their high school graduating class and the remainder of 17 ranked between 11 and 29. Thus 37 percent of those in the top 10 graduates in their high school class did not remain in college after once starting, and 34 percent of those graduating between 11 and 29 did not remain. Of the 14 who completed their higher education, 8 graduated in the top 10 in their class and 6 graduated between 11 and 25. Of the 27 still enrolled in some institution of higher learning, 16 graduated in the top 10 and 11 were graduated between 11 and 29.

Table 16, which follows, indicates that 88 percent of the students who went on to college began their schooling 0-3 months after graduating from high school. Of the 14 who have completed their higher education, 12 fell within this 0-3 month period, with 1 each starting school 5-12 months and over 2 years later. Of the 27 still remaining in schools, 24 began their education

0-3 months after high school graduation, 2 began 5-12 months after graduation, and 1 began school over 2 years after graduating from high school.

TABLE 16
TIME LAPSE BEFORE GOING TO COLLEGE

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS	
									NUMBER	PERCENT
0-3 months	4	9	7	8	6	7	9	9	59	88
4-7 months	0	0	0	1	0	0	1	0	2	3
5-12 months	0	0	0	0	2	0	0	1	3	5
13-18 months	0	1	0	0	0	0	0	0	1	1
19-24 months	0	0	0	0	0	0	0	0	0	0
More than 2 years	0	1	0	1	0	0	0	0	2	3
TOTALS	4	11	7	10	8	7	10	10	67	100%

TABLE 17
COLLEGE ATTENDED

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS	
									NUMBER	PERCENT
Eastern Illinois University	1	5	2	6	3	2	4	1	24	36
University of Illinois	1	1	1	1	1	2	2	3	12	18
Southern Illinois University	0	1	2	3	1	1	0	2	10	15
Illinois State Normal University	1	1	0	0	1	1	1	2	7	9
Commercial College	0	2	1	0	1	1	1	0	6	9
Vocational School	0	1	0	0	0	0	2	1	4	6
Nurses Training	1	0	0	0	0	0	0	1	2	3
Other colleges in Illinois	0	0	0	0	1	0	0	0	1	2
Out-of-state college	0	0	1	0	0	0	0	0	1	2
TOTALS	4	11	7	10	8	7	10	10	67	100%

Perhaps the major reason that the largest number (24) and percentage (36 percent) of the students who graduated from Homer High School in the eight years studied attended Eastern Illinois University is the close proximity of this campus to Homer. Charleston is located approximately 60 miles from Homer. Perhaps other reasons for attending Eastern would be the smaller size of the institution and the lower cost. Although the University of Illinois in Urbana is located only 20 miles from Homer, only 12, or 18 percent, attended or are still attending this institution. Of the 14 who have completed their higher education, 5 attended a commercial college, three attended Eastern Illinois

University, 2 went on to nurses training and 2 to the University of Illinois, and one each attended Illinois State Normal University and an out-of-state college.

TABLE 18
TOTAL YEARS ATTENDED COLLEGE

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
Attended one year	0	4	2	2	3	3	5	10	29
Attended two years	0	4	2	2	0	1	5	0	14
Attended three years	1	0	0	1	2	3	0	0	7
Attended four years	1	3	3	5	3	0	0	0	15
Attended five years	1	0	0	0	0	0	0	0	1
Attended six years	1	0	0	0	0	0	0	0	1
TOTALS	4	11	7	10	8	7	10	10	67

Of the 14 who have completed their higher education, eight attended school for four years in a four-year college or university, one attended a three-year nursing school, 2 completed a two-year commercial college program, and three completed a one-year commercial college program. Of the 26 who started their higher education but either did not complete this education or are not presently enrolled in courses, 16 remained in school for only one year, 7 attended for two years, 1 attended school for three years, and two attended for four years. This might mean that the two in Table 18 who have attended for five and six years respectively are still enrolled in an institution of higher learning.

TABLE 19
SCHOLARSHIPS

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
Illinois State Scholarship Commission	0	1	0	1	0	3	1	1	7
Teacher Education	0	1	0	1	1	1	1	0	5
Teacher Education plus some other means of financial assistance	0	0	1	0	1	0	0	1	3
Other	1	0	1	0	1	0	0	1	4
TOTALS	1	2	2	2	3	4	2	3	19

Of the 19 who were granted scholarships, 17 either finished or still are enrolled in college or nurses training. Of these 17, four have completed their education. Of the 19 granted scholarships, 15 ranked in the top 10 graduates in their graduating class, with 5 of the 15 being first in their high school graduating class. The remaining 4 ranked between 11 and 15.

TABLE 20
REASONS FOR DISCONTINUING EDUCATION

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
Military service	0	1	0	0	0	0	0	0	1
To get married	0	2	0	0	2	1	0	0	5
Decided didn't need a college degree	0	0	0	0	0	0	1	0	1
Financial reasons	0	0	0	1	0	0	2	0	3
Difficult to make grades	0	1	4	1	0	1	2	0	9
Other reasons	0	2	0	1	2	1	1	0	7
TOTALS	0	6	4	3	4	3	6	0	26

In studying Table 20, it can be seen that the most popular reason for discontinuing college education was due to difficulty in attaining good grades. Of those who dropped out of school because of grades, all were in the lower half of their high school graduating class. Of the five who quit to get married, all were girls.

Those who checked "other" in response to this question gave variations of the listed answers. Some of the replies included the fact that a job interrupted and that they were uninterested in college.

TABLE 21

HOW WELL HIGH SCHOOL EDUCATION PREPARED
STUDENTS FOR COLLEGE OR NURSES TRAINING

	1955	1956	1957	1958	1959	1960	1961	1962	TOTALS	
									NUMBER	PERCENT
Helped a great deal	1	4	1	4	1	1	0	5	17	25
Helped some	2	6	4	6	3	3	7	4	35	52
Helped little or none	1	1	2	0	3	0	1	0	8	12
Not certain of help	0	0	0	0	0	3	2	1	6	10
No answer to question	0	0	0	0	1	0	0	0	1	1
TOTALS	4	11	7	10	8	7	10	10	67	100%

Table 21 indicates that 52 percent of the respondents felt that their high school education had helped some in their preparation for college. Another 25 percent felt that the high school had helped a great deal. The remaining 23 percent indicated that they were either uncertain of the help received, they had received little or no help, or they failed to respond to the question.

Of the 14 who have completed their higher education, 9 felt that their high school education had helped some, four felt that it had helped a great deal, and one felt that it had been little or no help.

Of the 27 who are still enrolled in school, 13 felt that high school had prepared them some for their college work, 6 felt that it had helped a great deal, 6 thought it had helped little or none, and one each was uncertain or gave no answer to this question.

Overall, graduates who completed or are still enrolled in college thought that Homer High School had prepared them some for college.

TABLE 22
TYPE OF ASSISTANCE RECEIVED IN PLANNING
FOR COLLEGE

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
No assistance	0	3	1	4	2	1	2	2	15
What college to attend	2	3	1	5	0	0	2	3	16
Whether or not to go to college	0	5	4	4	1	3	2	2	21
Courses to take in high school in preparation for college	1	3	2	5	3	3	5	5	27
Other assistance	1	2	0	1	2	2	0	1	9
No indication of help received	1	1	0	0	0	0	0	0	2
TOTALS	5	17	8	14	8	9	11	13	90

Since students were asked to check all of the statements which applied to them, the total number of responses in Table 22 will not add up to the number of students involved in this section of the survey.

The foregoing table indicates that students received the most help in choosing courses to take in high school in preparation for college and in whether or not to attend college.

As can be noted, 15 respondents indicated they did not receive any help at all in preparing for college. It is likely that these 15 respondents did not seek help from the teachers in the high school, since almost every teacher is happy to lend assistance to interested students in discussing their college plans and problems.

TABLE 23
COLLEGE SCHOLASTIC RECORD

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
b/ to a	1	4	1	0	1	2	0	2	11
c/ to b	2	4	3	7	5	4	4	4	33
d/ to c	0	3	3	2	1	1	4	2	16
d or less	0	0	0	0	1	0	0	0	1
No answer to question	1	0	0	1	0	0	2	2	6
TOTALS	4	11	7	10	8	7	10	10	67

Fifty percent of the respondents answering the question of what their college scholastic record had been indicated that they had achieved an average of from c/ to b in college.

Of the 14 who have graduated from college, 10 stated that they had achieved a c/ to b average, 3 indicated receiving an average of b/ to a, and 1 gave no indication of the average achieved in college. Of the 27 still enrolled in college, 14 indicated an average of c/ to b, 7 indicated b/ to a

as their average, 2 indicated d^f to c, and 4 gave no answer (two of those who gave no indication of their average enrolled in college in September and thus probably had not received an indication of their grades for the first term). Of the 26 who were no longer enrolled in college, 14 indicated a d^f to c average, seven indicated c^f to b, four b^f to a, and one gave no indication. Of those who gave a reason for leaving school of grades (see Table 20, page 30), 8 had an average of d^f to c and one had a c^f to b average. Of those indicating "other" as their reason for leaving school, 3 each had averages of d^f to c and c^f to b, and one had an average of b^f to a.

TABLE 24
EMPLOYMENT SINCE LEAVING COLLEGE OR
OTHER TRAINING

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
Owns own business	0	0	0	0	0	0	1	0	1
Executive position	0	0	0	0	0	0	0	0	0
Professional position	2	4	1	3	0	0	0	0	10
Managerial position	0	3	0	0	1	0	0	0	4
Skilled work	0	0	0	2	0	2	1	0	5
Semi-skilled work	0	1	1	0	0	0	0	0	2
Secretarial position	0	2	0	0	1	0	0	0	3
Sales work	0	0	1	0	0	0	1	0	2
Farmer	0	0	1	0	0	0	0	0	1
Laborer	0	0	0	0	0	0	0	0	0
Other	0	0	2	1	0	0	0	0	3
TOTALS	2	10	6	6	2	2	3	0	31

All ten respondents in Table 24 who indicated professional positions had attended and completed their further education. Six reported being teachers, 3 were accountants, and 1 was a registered nurse. Others who had completed their education included an assistant buyer, a supervisor, a Clerk-Typist II at the University of Illinois, and a key punch operator. The latter two each had one year of commercial school. Those responding with "other" included a supervisor, a chemistry laboratory worker, and an electrical technician.

TABLE 25

MONTHLY WAGE RATES, BEFORE DEDUCTIONS,
FOR PERSONS REPORTING TO BE PRESENTLY
EMPLOYED FULL TIME

Salary range:	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
\$200 or less	0	0	3	1	0	0	1	0	5
\$201 to \$250	0	0	0	0	1	1	0	0	2
\$251 to \$300	1	0	0	0	0	1	0	0	2
\$301 to \$350	0	0	1	1	1	0	0	0	3
\$351 to \$400	0	2	1	2	0	0	2	0	7
\$401 to \$450	1	5	0	1	0	0	0	0	7
\$451 to \$500	0	2	0	1	0	0	0	0	3
\$501 to \$550	0	1	0	0	0	0	0	0	1
\$551 to \$600	0	0	0	0	0	0	0	0	0
\$600 or over	0	0	0	0	0	0	0	0	0
No answer to question	0	0	1	0	0	0	0	0	1
TOTALS	2	10	6	6	2	2	3	0	31

Approximately 50 percent of the respondents in Table 25 reported earning salaries of between \$351 to \$450 per month, before deductions. When the respondents were separated into the two categories of those who completed their education and those who did not, it was found that the median salary for those who completed their higher education was \$375 per month. For those who did not complete higher education, the median salary was found to be \$343 per month.

All of those reporting a salary of \$200 or less per month fell within the group of those who did not complete their higher education. The person with the highest income, \$501 to \$550, completed two years of college only and is now employed as a court reporter.

Non-College Respondents

This section of the paper will be devoted to the 83 respondents who reported that they had not gone on after high school to increase their education.

Of the total of 83 in this category, 23 reported being housewives, but only 4 of these 23 reported never having worked. Of the 60 presently employed, 6 were self-employed (1 carpenter, 1 barber, 4 farmers). Sixteen reported working for the State of Illinois (14 at the University of Illinois in Urbana and 2 at Southern Illinois University in Carbondale). Seven reported being presently in the military service (4 in the Army and 3 in the Navy). Seven were employed by businesses in Champaign-Urbana (3 at Magnavox, 2 at Collegiate Cap and Gown, and 2 at the News-Gazette). Of the remaining 24, only 4 reported being employed by Homer business firms. The other 20 were employed by various firms in Urbana, Champaign, Danville and other cities.

Clerical employees numbered 27, while there were 13 skilled employees. Three reported being laborers, 4 were in sales work, 3 worked in electrical jobs, and one was a radio repairman. The five remaining gave various occupations.

Table 26, which follows, indicates the types of work done by the respondents.

TABLE 26
CLASSIFICATIONS OF JOBS OF RESPONDENTS

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
Managerial	0	0	0	0	0	1	0	0	1
Skilled work	3	1	4	1	0	1	4	0	14
Clerical work	2	2	2	0	5	4	7	6	28
Farming	0	2	0	0	0	1	1	1	5
Sales work	0	1	0	1	0	1	1	1	5
Laborer	1	2	1	0	0	1	1	0	6
Other	2	1	5	4	3	6	1	1	23
No answer	0	0	0	0	0	0	1	0	1
TOTALS	8	9	12	6	8	15	16	9	83

As can be seen in Table 26, only 14, or 17 percent, of the respondents indicated that their present employment could be classified as skilled work. Another 34 percent, or 28 respondents, indicated that they were employed in clerical positions. This accounted for most of the female respondents. Another 23 respondents, or 28 percent, indicated "other" as the type of job classification. In checking through the respondents marking this answer, it

was found that 18 were housewives and the other 5 were presently in the military service. The 1 respondent giving no answer to this question was the one housewife earlier indicated as having never held a position of any type.

TABLE 27
MONTHLY WAGES, BEFORE DEDUCTIONS, OF
RESPONDENTS

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
\$200 or less	0	1	1	4	1	4	3	5	19
\$201 to \$250	0	0	0	0	2	2	5	2	11
\$251 to \$300	2	1	1	0	2	2	2	2	12
\$301 to \$350	0	0	3	0	0	0	2	0	5
\$351 to \$400	2	2	0	0	1	2	1	0	8
\$401 to \$450	0	1	0	0	0	0	0	0	1
\$451 to \$500	1	1	1	0	0	0	1	0	4
\$501 to \$550	0	1	0	1	0	0	0	0	2
\$551 to \$600	1	1	0	0	0	1	0	0	3
Over \$600	1	1	0	0	0	1	0	0	3
No answer to question	2	1	5	1	2	4	2	0	17
TOTALS	8	9	12	6	8	15	16	9	83

Table 27 indicates that 19, or 30 percent, of the 66 who answered the question concerning their monthly wages receive \$200 or less per month, before salary deductions. Another 35 percent, or 23 respondents, receive between \$200 and \$300 monthly. The median salary for the 66 respondents who did not report obtaining further education after high school thus is \$302 per

month. This is in comparison to the results shown in Table 25, page 35, which indicate the median salary for those who completed additional education was \$375 per month and for those who started their higher education but did not finish and who had attained a median salary of \$343 per month.

TABLE 28
NUMBER OF JOBS HELD BY RESPONDENTS SINCE
GRADUATION FROM HIGH SCHOOL

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
Held one job	2	3	2	2	4	7	8	8	36
Held two different jobs	3	3	5	0	3	4	4	1	23
Held three different jobs	1	0	4	1	0	2	3	0	11
Held four different jobs	1	1	0	1	1	1	0	0	5
Held five different jobs	1	0	0	0	0	0	0	0	1
Held six different jobs	0	0	0	0	0	1	0	0	1
Held over six jobs	0	2	0	1	0	0	0	0	3
No answer to question	0	0	1	1	0	0	1	0	3
TOTALS	8	9	12	6	8	15	16	9	83

Table 28 indicates that 36 respondents, or 43 percent of the total respondents, retained their original job. Another 23, or 27 percent, held two different jobs, and 11, or 13 percent, held three different jobs. Overall, 83 percent of the graduates responding to the questionnaire had three or less jobs since graduating from high school. Only 3 respondents reported holding over 6 jobs. Two of these were truck drivers, and the other, a female, was a clerk in the dime store. Of the 16 who reported discontinuing their

employment to be housewives, 9 had held only 1 position, five reported holding 2 positions, and two reported having held 3 positions while working.

TABLE 29
TIME LAPSE BETWEEN HIGH SCHOOL GRADUATION
AND FIRST JOB

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
0 - 3 months lapse	5	9	9	4	7	12	13	8	67
4 - 7 months lapse	1	0	2	1	1	1	2	1	9
8 - 12 month lapse	1	0	0	0	0	0	0	0	1
13 - 18 month lapse	0	0	0	0	0	1	0	0	1
19 - 24 month lapse	0	0	0	0	0	0	0	0	0
Over 2 year lapse	1	0	0	0	0	0	0	0	1
No answer to question	0	0	1	1	0	1	1	0	4
TOTALS	8	9	12	6	8	15	16	9	83

Table 29 indicates that 81 percent of the respondents began their first job within three months of graduation from high school. Another 11 percent indicated a lapse of only four to seven months. Of the remaining 8 percent, 5 percent gave no answer to this question. Thus only 3 percent of the respondents indicated a lapse of any significant length of time before beginning their first job.

TABLE 30
HOW RESPONDENTS OBTAINED THEIR
FIRST POSITION

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
Through an employment agency	0	0	1	1	1	0	2	1	6
Working in a family business	0	0	2	0	0	2	1	0	5
Entered military service	0	0	1	0	1	1	1	1	5
Received help from the high school	0	1	0	0	0	1	0	0	2
Answered newspaper advertisement	0	0	0	0	0	3	1	1	5
Went in and asked for the job	7	8	7	3	5	8	7	6	51
Friend helped	0	0	0	1	1	0	2	0	4
No answer to question	1	0	1	1	0	0	2	0	5
TOTALS	8	9	12	6	8	15	16	9	83

It appears from Table 30 that approximately 61 percent of the respondents to this question "simply walked in and asked for a job." Add another 6 percent who answered an advertisement in the newspaper, and it would appear that about 67 percent of the respondents secured their first full-time job on their own. Only 2 persons credited the high school with help in finding a job.

TABLE 31
 ADDITIONAL SCHOOLING AFTER HIGH SCHOOL
 (OTHER THAN COLLEGE, JUNIOR COLLEGE
 OR NURSES TRAINING)

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
No additional schooling	7	9	8	5	8	12	12	8	69
Attending school and working part-time	0	0	1	1	0	0	1	0	3
Other	0	0	2	0	0	3	0	1	6
No answer to question	1	0	1	0	0	0	3	0	5
TOTALS	8	9	12	6	8	15	16	9	83

Table 31 indicates that 83 percent of the respondents who did not go on to college or nurses training also did not take any other type of school after graduation from high school, such as trade school, adult classes, college extension work, etc. It would seem that once the graduates begin working they do not take additional educational training.

Among the five listed as "other", three were taking correspondence courses, one is enrolled in a trade school and another is taking a course in a Navy school while on active duty.

TABLE 32
EXTENT PRESENT POSITION IS LIKE THE
TYPE OF WORK EXPECTED

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
Exactly the type expected	3	1	1	1	0	2	4	4	16
Closely related	0	0	0	1	5	1	3	2	12
Somewhat related	1	1	1	1	1	2	4	2	13
Not related at all	0	2	4	0	0	2	1	1	10
No idea of type of work expected	3	4	4	1	0	6	3	0	21
No answer to question	1	1	2	2	2	2	1	0	11
TOTALS	8	9	12	6	8	15	16	9	83

About 19 percent of the respondents replied to a question asking to what extent their present position was like the type of work expected that their present job was exactly the kind they had expected, while approximately 25 percent said that they left high school with no definite idea of the type of work they would be interested in after graduation and thus had no expectations.

In comparing Table 32 to Table 28, the number of jobs held by respondents, it was found that of the 36 who are still in their first job, 9 found it exactly the type of work expected, 7 found it close, and 6 found it somewhat related to their expectations. The remaining answers included 7 with no answer, 4 who had no idea on what to expect, and 3 who stated that their one and only job was not related at all to what they had expected.

TABLE 33
HELP RECEIVED FROM HIGH SCHOOL IN
PREPARING FOR FIRST JOB

	1955	1956	1957	1958	1959	1960	1961	1962	TOTAL
No help received	1	7	5	1	3	3	3	0	23
Help in finding job vacancies	1	0	0	0	0	0	0	0	1
Help in preparing for job	3	0	1	0	2	2	0	2	10
Help in developing good work habits	2	1	3	0	1	4	2	1	14
Learning about salaries, jobs, preparation required, etc.	0	0	0	4	3	3	9	6	25
Help in deciding on occupation	0	0	1	0	0	0	0	0	1
Help in choosing occupation suited to interests and talents	1	0	1	0	0	3	1	1	7
Other	0	0	1	0	0	0	0	0	1
TOTALS	8	8	12	5	9	15	15	10	82

Ten of the respondents failed to answer the question concerning help received from the high school in preparing for their first job. Since the question was to be answered with all of the correct answers, the total is insignificant. Thirty-percent of the responses showed that Homer High School had given some general job preparation. Since only 8 percent indicated assistance was received in choosing an occupation, perhaps more emphasis should be placed on these areas by the counselor and teachers in the high school.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Because of the large percent of respondents, the writer believes the study serves its purposes well in helping to identify the strengths and weaknesses of the educational program offered at Homer High School, as seen through the eyes of its recent graduates.

More than 50 percent of the respondents left high school and joined the working forces. Another 45 percent went on after high school to seek additional education. It would seem that the curriculum at Homer High School, particularly in the past four years, is preparing students to some extent for both employment and further education, although a more extensive selection of pre-vocational courses would be advisable. This would mean a continuing need for providing a broad curriculum. Many of the students, particularly those who went on to college, also thought there was a need for more required courses in the curriculum.

Although a planned guidance program did not exist prior to 1961, the students indicated receiving a great deal of help in such characteristics as how to get along with people, what their abilities are, and about specific vocational skills. The students indicated being influenced in making decisions by a variety of faculty members and one-third of the respondents indicated that no one person but several had been of influence to them in making decisions. The eight years studied might indicate that a good foundation had been laid for guidance services.

Of the respondents who went to work after high school, approximately 50 percent thought that no one subject in high school had been of least value

to them in their occupation. Music, history and physical education received the most indications as being of least value to the respondents. Of most value were business courses and mathematics. Of the group who went on to further education, again indications were that no one subject was of least value. English and no one subject area received the most indications of being of the most value in further education. The respondents, particularly in the last three years, indicated that Homer High School had a good selection of courses in the curriculum.

The responses received to the question of the time lapse before going to college after graduation from high school (Table 16, page 27) would indicate that no bearing can be placed on the lapse of time after one graduates from high school in computing success in higher education.

The responses to type of assistance received in planning for college (Table 22, page 32) might indicate that students planning to go to college could use more assistance from the present guidance program at Homer High School in helping them with questions pertaining to college.

Tables 25 and 27, pages 35 and 38, pertaining to the monthly wage rates, before deductions, received by persons presently employed full-time and those who had completed some education, would seem to indicate that some education in addition to a high school diploma raises the median salary that can be earned monthly. Again this is an area that can be pointed out to the students by the guidance counselor while engaged in vocational counseling.

Responses to the inquiry on how first jobs were obtained (Table 30, page 41) would indicate that possibly job placement could be added as a service by Homer High School and that the students might profit from these services.

Responses received to the inquiry concerning the help received from Homer High School in preparing for first jobs would seem to indicate that the addition of a Career Day and more occupational literature would be of great assistance to students attending the high school.

The study would seem to indicate that faculty and students realize the need of a guidance program and that there is a desire for help in areas serviced by a counselor. The respondents indicated that high school students should receive help in educational problems, in vocational problems, and in personal and social problems. The teachers have given help in the past in these areas, but how much help they have been able to give can not be measured. This is the area in which the guidance counselor could be of most assistance since he would have data on the students and would be able to evaluate the help they need in these four areas.

Recommendations

1. The writer believes that Homer High School should consider assigning more time for guidance duties to the individual employed as counselor. It is recommended that four hours of uninterrupted time per day be the minimum period spent with guidance. Because of the limited high school staff, it has been necessary in the past two years for the counselor to fill in for other faculty members during the hours that were originally assigned for guidance.

2. It is strongly recommended that space be allotted for a guidance office. Because of limited facilities, the guidance area often was in use as a classroom and thus it was necessary for the students to search the high school for the counselor in order to talk with him. Sometimes the effort expended in seeking the counselor was so great that the students delayed discussing their problem. Many times discussions with students had to be delayed because the guidance data and records were unavailable because of

classes being held in the room where the records were kept. Since the guidance room was also used for a classroom, it was impossible to have extensive vocational displays conducive to a good guidance program.

3. It is recommended that consideration be given to having a guidance committee, made up of teachers from both the elementary and secondary schools. The purposes of this committee would be to evaluate the present guidance services and point out the strengths and weaknesses that have been observed and to instill a closer liaison between the counselor, teachers and students.

4. It is recommended that the follow-up study be evaluated by the administration and the guidance committee, if established, to see what aspects of the study should be brought to the attention of the faculty as a whole. No follow-up study should gather dust on a shelf, but should be a guide to action. The faculty should plan not merely what might be done, but what it can do and will do right away, what it can do next semester, and what it can do next year. Many changes will be minor changes in practice that involve no expense; others will take more time and cost money, and possibly major policy changes affecting curriculum and staffing. If the public knows about a study and what it shows, it will more likely support changes that require additional expenditures.

5. The follow-up study tells only what probably was true when the study was made. Conditions change, sometimes rather quickly. It may be wise to repeat the study or make others for different purposes. It is recommended that another study of the years 1959 to 1962 be made in two more years to see if their evaluation of their high school training has changed. Studies should also be made of future graduating classes. These later studies may be easier because people will know what to do. Teachers can impress on pupils the importance of replying to the questionnaires they will receive after they leave high school, and can collect some information from them before they leave.

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APPENDIX

HOMER HIGH SCHOOL
Homer, Illinois

December 1, 1962

Dear Graduate:

HOMER HIGH SCHOOL needs your help!

Enclosed you will find a questionnaire which is being sent to all HOMER HIGH graduates, classes 1955 through 1962. The purpose of the questionnaire is to find out facts about you and your opinions since leaving HOMER HIGH SCHOOL. From your sincere replies, we can evaluate and improve the program now offered at HOMER HIGH.

Your answers to the questionnaire will be considered confidential. Each questionnaire will be coded and each code number will be used only as a means of checking off names of those who return the questionnaire.

A follow-up study of this nature cannot be accurate without the response of every graduate. Your contribution to the study is very important. It is also very important that the questionnaire be returned as soon as possible.

Your participation in this study will be greatly appreciated and will reflect your loyalty to your alma mater. The students now attending HOMER HIGH and the students in the elementary grades will profit from your completed questionnaire.

Thank you for your assistance to us.

Sincerely,

V. L. Hudson
Guidance Director

Enclosures

CODE NUMBER _____

HOMER HIGH SCHOOLSTUDENT FOLLOW-UP QUESTIONNAIRE

1. This questionnaire is easy to fill out and will take about 15 minutes to complete.
 2. This questionnaire consists of three parts. You will complete two of these three parts. All graduates will complete the part entitled ALL GRADUATES COMPLETE THIS SECTION. You will then complete either the part entitled GRADUATES WHO HAVE NOT ATTENDED COLLEGE or GRADUATES WHO HAVE ATTENDED COLLEGE, depending upon your particular case.
 3. Do it now, please. The Report on Homer High graduates will not be complete without your response.
 4. Enclosed you will find a self-addressed stamped envelope for your convenience in returning your completed questionnaire.
-

ALL GRADUATES COMPLETE THIS SECTION

1. Year you graduated _____.
2. Where are you living at the present time? (check one)
 - _____ 1. In Homer
 - _____ 2. Elsewhere (_____, _____)
city state
3. How many years after high school graduation did you live in Homer? (check one)
 - _____ 1. Less than a year
 - _____ 2. Over one year and less than three years
 - _____ 3. Three or more years before moving
 - _____ 4. I haven't left; I have continued to live in or near Homer.
4. Please give the following information about your marital status. (check one)

_____ 1. Single	_____ 3. Divorced	_____ 5. Widower
_____ 2. Married	_____ 4. Widow	_____ 6. Separated
5. If married, how many children do you have? (check one)

_____ (0) _____ (1) One _____ (2) Two _____ (3) Three _____ (4) Four or more
6. What is your present employment status? (check one)

_____ 1. Employed for wages full-time	_____ 4. In Armed Forces
_____ 2. Self-employed	_____ 5. In school full-time
_____ 3. Unemployed and seeking work	_____ 6. Housewife
_____ 7. Other (explain): _____	
7. Have you been, or are you now, in the armed services? (check one)

_____ 1. Yes _____ 2. No

- 2 -

8. What type of course or program of studies did you follow while in high school? (check one)

- | | |
|---|---|
| <input type="checkbox"/> 1. College preparatory | <input type="checkbox"/> 4. Agriculture |
| <input type="checkbox"/> 2. Secretarial, stenographic or clerical | <input type="checkbox"/> 5. Industrial Arts |
| <input type="checkbox"/> 3. No specific course of study | <input type="checkbox"/> 6. Home Economics |
| <input type="checkbox"/> 7. Other (Explain): _____ | |

9-15. Tell how well you think Homer High School did in teaching you the following things. (Opposite each item place one check in the space under either "Above Average," "Average," or "Below Average.")

	(1) Above Average	(2) Average	(3) Below Average
9. Specific vocational skills	_____	_____	_____
10. How to get along with people	_____	_____	_____
11. "How to study" skills	_____	_____	_____
12. How to take responsibility	_____	_____	_____
13. What your abilities are	_____	_____	_____
14. Dependability and punctuality	_____	_____	_____
15. Interest in and desire for continued learning	_____	_____	_____

16-19. In your opinion, to what extent should high school personnel help students to solve their educational, vocational, personal and social problems? (Opposite each of the four types of problems, place a check in one of the five columns.)

	(1) Not Any	(2) Very Little	(3) Some	(4) Much	(5) Very Much
16. Educational problems	_____	_____	_____	_____	_____
17. Vocational problems	_____	_____	_____	_____	_____
18. Personal problems	_____	_____	_____	_____	_____
19. Social problems	_____	_____	_____	_____	_____

20. What one person connected with the school influenced you the most in making major decisions? (check one)

- ☐ 1. Superintendent
☐ 2. Principal
☐ 3. Teacher (Name: _____)
☐ 4. Coach
☐ 5. Counselor (only 1962 graduates)
☐ 6. Other. (Who? _____)
☐ 7. No one person influenced me most.

21. Which of the following most appropriately describes the courses offered in Homer High School while you were attending? (check one)

- ☐ 1. Good selection
☐ 2. Too many required courses
☐ 3. Not enough required courses
☐ 4. Other (Explain): _____

- 3 -

22. If you have decided on your life's work, when did you make this decision?
(check one)

- ☐ 1. Still undecided
☐ 2. Before entering high school
☐ 3. During high school
☐ 4. Since leaving high school and before entering present job
☐ 5. While on present job
☐ 6. While in college or other institution of higher learning
☐ 7. Other. (Explain): _____

23-25. Indicate the education you have had beyond high school as follows:

- (a) Place a check in the first column after the type of school you are now attending.
 (b) Place a check in the second column after the school you last attended but are not presently attending.
 (c) Place a check in the third column after the school from which you received a degree, a diploma, or a certificate of some sort. (Place a checkmark after College or University only if you have received an undergraduate degree.)
 (d) If you have not extended your formal education beyond high school, place a check after item number 10.

	(23) Now Attending	(24) Have Attended	(25) Degree or Certificate
(1) College or University (4 year college)	_____	_____	_____
(2) Junior College (2 year college)	_____	_____	_____
(3) Nursing School (3 year nurses training)	_____	_____	_____
(4) Technical School	_____	_____	_____
(5) Business School	_____	_____	_____
(6) Adult Evening School	_____	_____	_____
(7) Trade School	_____	_____	_____
(8) Armed Forces School	_____	_____	_____
(9) Other (Explain: _____ _____ _____)	_____	_____	_____

(10) I have not had any formal education beyond high school _____

GRADUATES WHO HAVE NOT ATTENDED COLLEGE
COMPLETE THIS SECTION

If you have not attended a college, university, junior college or nursing school for at least one term, complete this section.

26-27. If you are employed full-time complete the following:

26. Name and address of employer _____

27. Business or product _____

28. What kind of work do you do? (check one)

- | | |
|---|--|
| <input type="checkbox"/> 1. Own own business | <input type="checkbox"/> 7. Secretarial, typing, stenographic work |
| <input type="checkbox"/> 2. Executive | <input type="checkbox"/> 8. Farmer |
| <input type="checkbox"/> 3. Professional | <input type="checkbox"/> 9. Sales work |
| <input type="checkbox"/> 4. Managerial | <input type="checkbox"/> 10. Laborer |
| <input type="checkbox"/> 5. Skilled-work | <input type="checkbox"/> 11. Other (explain): _____ |
| <input type="checkbox"/> 6. Semi-skilled work | |

29. What is the title of your job? _____

30. If you are presently employed full-time, what is your monthly wage range before deductions? (check one)

- | | | |
|---|---|--|
| <input type="checkbox"/> 1. \$200 or less | <input type="checkbox"/> 5. \$351-\$400 | <input type="checkbox"/> 9. \$551-\$600 |
| <input type="checkbox"/> 2. \$201-\$250 | <input type="checkbox"/> 6. \$401-\$450 | <input type="checkbox"/> 10. \$600 over over |
| <input type="checkbox"/> 3. \$250-\$300 | <input type="checkbox"/> 7. \$451-\$500 | |
| <input type="checkbox"/> 4. \$301-\$350 | <input type="checkbox"/> 8. \$501-\$550 | |

31. How many jobs, including the job you now hold, have you held since leaving high school? (circle one)

0 1 2 3 4 5 6 Over Six

32. How long a period of time elapsed between the end of your high school education and your first full-time job? (check one)

- | | |
|---|---|
| <input type="checkbox"/> 1. 0 to 3 months | <input type="checkbox"/> 4. 13-18 months |
| <input type="checkbox"/> 2. 4-7 months | <input type="checkbox"/> 5. 19-24 months |
| <input type="checkbox"/> 3. 8-12 months | <input type="checkbox"/> 6. More than 24 months |

33. How did you obtain your first full-time position after leaving high school? (check one)

- | |
|--|
| <input type="checkbox"/> 1. I got my first job through an employment agency. |
| <input type="checkbox"/> 2. I'm working in my family's business, so I didn't have to look for a job. |
| <input type="checkbox"/> 3. I entered military service. |
| <input type="checkbox"/> 4. Someone at the high school helped me find the job. |
| <input type="checkbox"/> 5. I answered an ad in the paper. |
| <input type="checkbox"/> 6. I went in and asked for a job. |
| <input type="checkbox"/> 7. Other. (Explain): _____ |

- 2 -

34. Which one of the following high school courses have been the most value to you?
Which one of the following high school courses have been of the least value
to you? (check one in each column)

	<u>Most Value</u>	<u>Least Value</u>
Physical education	_____	_____
Agriculture	_____	_____
Music	_____	_____
English	_____	_____
History	_____	_____
Business Education	_____	_____
Foreign Language	_____	_____
Mathematics	_____	_____
Science	_____	_____
Industrial Arts	_____	_____
Home Economics	_____	_____
No single subject area was most valuable	_____	_____
No single subject area was of least value	_____	_____

35. Are you presently attending a school other than a college, university, junior college, or nursing school? (check one)

- _____ 1. No, I am not attending school at the present time
 _____ 2. Yes, and I am also working part-time
 _____ 3. Yes, and I am also working full-time
 _____ 4. Other. (Explain): _____

36. To what extent is your present job like the type of work you thought you would follow when you left high school? (check one)

- _____ 1. Exactly the kind of job I thought I would get.
 _____ 2. Closely related, but not what I expected.
 _____ 3. Is somewhat related.
 _____ 4. Not related at all.
 _____ 5. Didn't have any definite ideas while in high school as to what I would follow after graduation.

37. Did you receive help from your high school in preparing for your present occupation or job? If so, check all those statements given below that apply to you. I received help in:

- _____ 1. Received no help in preparing for an occupation.
 _____ 2. Learned how to find job vacancies.
 _____ 3. Preparing for the job I now hold.
 _____ 4. Developing good work habits (get the job done, promptness, etc.)
 _____ 5. Learning about salaries, the job, preparation required, etc.
 _____ 6. Choosing an occupation suited to my interests and talents.
 _____ 7. Deciding what occupation to enter.
 _____ 8. Other help. (Explain): _____

Thank you for your assistance.

GRADUATES WHO ATTENDED COLLEGE
COMPLETE THIS SECTION

If you attended a college, university, junior college, or a three-year nursing school, for at least one complete term (one semester or one quarter) or more, complete this section.

26. How much time elapsed between high school and college before you started?
(check one)

<p>_____ 1. 0-3 months</p> <p>_____ 2. 4-7 months</p> <p>_____ 3. 5-12 months</p> <p>_____ 4. 13-18 months</p>	<p>_____ 5. 19-24 months</p> <p>_____ 6. More than 24 months</p>
--	--

27. What is the name of the College or nursing program you are now attending or that you last attended?

28. If you have attended or are attending a college, junior college, or nursing school, how many years, including 1962-63 school year, have you been in attendance? (Please circle one)

1 2 3 4 5 6

29. Are you receiving any kind of a scholarship? _____ Yes _____ No
If yes, what type of scholarship are you receiving?

30. If you discontinued schooling before graduating, which one of the following is the most important reason?

_____ 1. Military service

_____ 2. Get married

_____ 3. Decided I didn't need a college degree

_____ 4. Financial reasons

_____ 5. Difficult to make grades

_____ 6. Other (Explain): _____

31. How well do you think your high school education prepared you for college or nurses training? (check one)

_____ 1. Great deal	_____ 2. Some	_____ 3. Little or none
_____ 4. NOT certain		

32. Which one of the following high school courses have been the most valuable to you? Which one of the following high school courses have been of the least value to you? (check one in each column)

	<u>Most Value</u>	<u>Least Value</u>
Physical education	_____	_____
Agriculture	_____	_____
Music	_____	_____
English	_____	_____

- 2 -

32. (Continued)	<u>Most Value</u>	<u>Least Value</u>
History	_____	_____
Business Education	_____	_____
Foreign Language	_____	_____
Mathematics	_____	_____
Science	_____	_____
Industrial Arts	_____	_____
Home Economics	_____	_____
No single subject area most valuable	_____	_____
No single subject area of least value	_____	_____

33. Did you receive help in planning for college while in high school? If you did, check the statements below that apply to you.

- ☐ 1. Didn't receive any help in planning for college
☐ 2. What college to attend
☐ 3. Whether or not to attend college
☐ 4. What courses to take in high school in preparation for college
☐ 5. Other (explain): _____

34. What kind of scholastic record did you have if you attended school, or are attending now? (check one)

- ☐ 1. b~~f~~ to a ☐ 2. c~~f~~ to b ☐ 3. d~~f~~ to c
☐ 4. d or lower

35. If you are no longer attending school and are employed full-time, what kind of job do you have? (check one)

- | | |
|---|---|
| <input type="checkbox"/> 1. Own your own business | <input type="checkbox"/> 6. Semi-skilled |
| <input type="checkbox"/> 2. Executive | <input type="checkbox"/> 7. Secretarial, typing, stenographic |
| <input type="checkbox"/> 3. Professional | <input type="checkbox"/> 8. Sales work |
| <input type="checkbox"/> 4. Managerial | <input type="checkbox"/> 9. Farmer |
| <input type="checkbox"/> 5. Skilled work | <input type="checkbox"/> 10. Laborer |
| <input type="checkbox"/> 11. Other (explain): _____

_____ | |

36. What is the title of your job? _____

37. What is your monthly wage range before deductions, if you are employed full-time? (check one)

- | | | |
|---|---|--|
| <input type="checkbox"/> 1. \$200 or less | <input type="checkbox"/> 5. \$351 - \$400 | <input type="checkbox"/> 9. \$551 - \$600 |
| <input type="checkbox"/> 2. \$201 - \$250 | <input type="checkbox"/> 6. \$401 - \$450 | <input type="checkbox"/> 10. \$600 or over |
| <input type="checkbox"/> 3. \$251 - \$300 | <input type="checkbox"/> 7. \$451 - \$500 | |
| <input type="checkbox"/> 4. \$301 - \$350 | <input type="checkbox"/> 8. \$501 - \$550 | |

Thank you for your help.

POSTAL CARD MAILED TO NONRESPONDENTS
January 4, 1963

January 4, 1963

Dear Graduate:

A few weeks ago I sent you a follow-up questionnaire from Homer High School.

I imagine you have been busy with Christmas and haven't found time to fill it out yet. I would still appreciate your returning the questionnaire, since the study cannot be considered accurate unless a large percentage of graduates reply.

If you have misplaced your questionnaire or didn't receive it, please drop me a postcard or call either TW 6-3631 or TW 6-4501, and I will be happy to send you one.

Thanks again for your assistance.

Sincerely,

V. L. Hudson
Guidance Director